

**Rick Wormeli Evaluations (Spring 2009)**  
**81 out of 137 Respondents (59%)**

1. *The content of Rick Wormeli's presentation will be beneficial to my work with middle school students.*

Strongly Agree	74.1% (60)
Agree	24.7% (20)
Disagree	1.2% (1)
Strongly Disagree	0% (0)

2. *Please rate how you feel about each of the following issues now that you have heard Rick Wormeli's presentation.*

Issue	Strongly Agree	Agree	Disagree	Strongly Disagree
Turning 0's to 50's	58% (47)	34.6% (28)	4.9% (4)	2.5% (2)
Allowing redos for full credit	57.5% (46)	27.5% (22)	13.8% (11)	1.3% (1)
Changing late work policies to be less punitive	61.7% (50)	34.6% (28)	3.7% (3)	0.0% (0)
Referring to homework as "practice"	61.7% (50)	33.3% (27)	3.7% (3)	1.2% (1)
Moving toward standards-based grading	56.8% (46)	38.3% (31)	4.9% (4)	0.0% (0)
Grading achievement separately from work habits/conduct	61.7% (50)	30.9% (25)	7.4% (6)	0.0% (0)

3. *What type of follow-up training would you like next?*

Types of assessment (formative and summative)	43.2% (35)
Power standards	23.5% (19)
Using proficiency of standards for grading	50.6 (41)
Writing and using rubrics for assessment	33.3% (27)
Book study	21% (17)
Another presentation from Rick Wormeli	64.2% (52)
Other ideas	See below

- Seeing a differentiated classroom in action. Is anyone using Wormeli's approach at any level in Anchorage or Mat-Su?
- What does this look like in my social studies classroom?
- Building level discussions about implementation of Rick's ideas.
- More support with grade book set up regarding standards instead of assignments
- No thanks...
- Content specific power standards
- My Access- definitely!
- Planned change, find what is working and opportunities for improvement
- I would REALLY benefit from hearing more from Rick Wormeli
- Release time to build content area rubrics and grade book set up training.
- How to help regular education teachers practice differentiation and modify their lessons to meet kids needs.

- How differentiation will work in my different math classes.
- I would go to the same presentation or any other he chooses to give :)
- Love and Logic in the Classroom fits well with Wormeli's practice

4. *What is your job title?*

Principal	3.7% (3)
Assistant Principal	8.6% (7)
Teacher	72.8% (59)
Counselor/Social Worker	8.6% (7)
Curriculum Support	8.6% (7)
*Other	(2)

\*Librarian and special education teacher

5. *What day did you attend Rick Wormeli's presentation?*

Thursday, April 16	48.1% (39)
Friday, April 17	51.9% (42)

6. *Please use the space below for any other comments you might have.*

- Wormeli ranks up there with Harry Wong, a guy from San Fran, and Janet Allen, as approach-changing presentations. He was fabulous. Our team is jazzed to start implementing some of his techniques. Thank you Amy and Lesile (and others) for bringing him here. I appreciate your support.
- I would like to see examples of the grading software program, and how it applies to the paradigm change. I've used a point system for 14 years, as that is how I was trained. Being a visual learner, and a stubborn one at that, it would be helpful to see lots of examples of the SBA system in various disciplines, especially in my own.
- The presenter was very dynamic. His ideas and the workshop in general made me think more about my grading policies and the changes I need to introduce into the area of assessment today and in the future.
- Our team at Begich is plowing forward now to implement Rick's suggestions next fall. I am totally looking at how I assess students differently than I did before. Great job in bringing him up here. Let's be sure to do it again, but for a couple of days next time.
- Thanks for setting this up. It is the perfect place for ASD to start this discussion. I look forward to the follow up.
- Rick Wormeli's presentation was very thought provoking and I have been pondering many of the things he talked about since. There were things I disagreed with, like having no consequences for late work. I am concerned that it will build into our next-generation work force the idea that a person doesn't have to show up to work on time or get their job done in the time allowed. On the other hand, I liked the idea that zeroes would start at 50. I am still pondering a way to allow students to re-do work in order to learn the material, and yet, I am again faced with the dilemma of the life lesson that teaches students. I don't see the need to completely change the language of grades (A-F grading scale) to something different like 1-6. It seems like change for the sake of change rather than continuing to communicate between parents, teachers and students in a language that all understand. In my subject area homework is preparation for class, rather than practice, so that part of his presentation did not apply. I am still pondering moving to standards-based assessments because it seems at this point the joy of learning would have to be forfeited for a battery of assessments students would be required to take one right after another throughout the year. Somehow there would need to be a balance in this area. Again, I've really been thinking about Wormeli's presentation a lot, and will continue to do so as I plan for next year.

- g. Unless teachers are compensated for the extra time it will take to implement differentiated instruction teachers should have the right to choose to use the method or not. We are already expected to do more during our work day than is humanly possible. Rick is a very gifted speaker and possesses unusual talent. Most of us are not gifted in that way. Please don't expect us to accomplish what he has. The survey program wouldn't accept my answer for #3. I tried to answer under the "other". So I put down an answer I don't agree for #3 with so I could complete the survey.
- h. His presentation was Awesome! All middle school teachers need to hear him.
- i. I am very interested in using the standards for grading. However, as an ESL teacher, I may have students who are monolingual speakers of another language. These newcomers may not meet the 8th grade standard while they are in my class. Then, how do I grade those students by the standards? Two options I see: grade by the standards for a lower grade level (after all my class title implies that the student is receiving a modified curriculum), continue to grade on the 8th grade and come out with a C indicating that the student is progressing toward the standards (if indeed s/he is progressing). Perhaps a third option would hybrid these two ideas... food for thought.
- j. It would be helpful to have a follow up discussion with other teachers in my content area (science) to discuss rubrics and power standards...
- k. Loved it! We need to get "his word" out to more people. The next task would be to include his information to all staff members. It's hard to come back to your building and share what his ideas in your own words. It is so much more effective if it comes directly from him.
- l. Based upon Rick Wormeli's comments about pre-described/ pre- determined mandatory lessons, will the Elementary School Planning Guides be revisited?
- m. This was the most energizing and exciting presentation I have seen as a principal. I wish more of our teachers could see him.
- n. It would be great to do a book group to discuss some of these issues. I still think it is critical that we have a meaningful place to record and comment on work habits and effort.
- o. Fun and energetic speaker.
- p. I enjoyed this presentation very much. He is an entertaining speaker with many good theories put into practice. There wasn't enough time in the presentation to hear about the nuts and bolts of his program, but it did give me a lot of food for thought. Our team is rethinking our grading policy for this quarter and next year. He made a lot of valid points about the current grading system we use, but he rushed over the consequences his school district uses when a student has had all of the opportunities to succeed and chooses to fail because he/she knows that he/she will be passed on to the next grade level regardless.
- q. I'm still undecided about how I feel about the 0's to 50's. I have thought a lot about it since his presentation. I am coming around to the thought of using the term "practice" instead of homework, and making it worth very little. I already do allow retakes, but I haven't made them for full credit. I'm still wrestling in my mind with that one too. I may try it next year, with a clear deadline, parent signature and signed plan by the student of how they will study for the retake. Otherwise, I see this nightmare of me making up version after version of a test.
- r. Exceptional information! A short video to introduce the book for those that could not attend would be ideal.
- s. Redos for full credit - specifically, that the redo is much more difficult than the previous assignment. Does this make the task even more overwhelming? Good addition is student conference of content. On a personal level, some teachers need to remember that an 'invite only' presentation from a national speaker IS NOT their forum for discontent.
- t. This training was very useful. I think that using a standards-based approach to grading will give students, parents, and teachers a clear view of the students' strengths and weaknesses. I think this type of feedback will motivate students. Allowing students to demonstrate understanding in multiple ways will give all students a chance to shine. Also, teachers may realize that students actually know more than they have initially shown with traditional paper and pencil tasks.
- u. This was an excellent workshop and our teachers are totally jazzed! Thank you!
- v. Do planned change, see what is working and opportunities for improvement. Define needs and what is critical, discard that which is not needed or does not advance the goal(s). Support teachers as they have conversations on needs, beliefs and possible solutions and practices. Provide opportunities for conversations on both change and ideas of interest generated from Wormeli, for example, grading practices. From Reeves, Douglas (2009), Leading Change in Your School: (1) Create conditions for change, (2) Planning change, (3) Implementing change and (4) Sustaining change. Make a long term

commitment of time and resources to focus on one need until it is determined to be met with a solution implemented and sustainable.

- w. How can we get this building wide--I need every staff member to hear what he has to say!!
- x. This presentation served as a discussion topic for our team's grading policy. We have been talking about what we could do for students NEXT year already.
- y. Would really like more information on standards REFERENCED grading as opposed to standards based grading!
- z. Extremely helpful for what we are doing next year.
- aa. This presentation will probably end up having the most impact on my teaching of any training I have ever been to. I strongly agree with what he has to say and have already begun changing my assessment and grading practices based on what I learned in that one-day session. I am now accepting late work and allowing assessment re-dos for full credit. I worked with a team member to create a form that requires students to document and plan out their method of learning the material before they may redo, which requires a parent signature. Student grades will now be based 90% on assessment, 5% on effort, and 5% on practice (homework & classwork now lumped as 'practice'). I have been using exit tickets regularly since the presentation - I can't believe I hadn't been doing that before - so insightful! I plan to do much more pre-assessment next year. My entire team, including our counselor, attended this presentation - and we all came away energized and excited about changing the way we teach and assess. Everyone on our team has begun making changes. We are coming across some practical issues that will have to be worked out - like how to continue to instill responsibility and work ethic without penalizing late work, and how not to get swamped with re-dos. I would LOVE to have another training by Rick W. that got more into the nitty-gritty of assessment and grading. He has sold me on his ideas, now I could use some help in implementing them. Right after the presentation I went out and bought 5 new books - 3 by Wormeli and 2 by Marzano. They are helpful, but there is really something to be said about hearing it from the horse's mouth. I got more out of one day than I could have out of many days of reading.
- bb. This was an absolutely wonderful presentation--and a lot to think about. Please have him again and thank you for bringing him up. I do worry about the "paradigm shift " for parents --(always expecting that their children will " exceed" expectations.
- cc. I have seen life come back into the eyes of children who thought there was no way they could get anything other than an F - merely by changing MI to equal 50% and then having a pep talk. I feel more confident about my grading this quarter than I ever have before. I would love some time to develop the power standards, or to figure out how to apply the standards more directly to my assessments.
- dd. It was a great presentation that kept me engaged. I enjoyed his sense of humor. He made good points. Hopefully this will help teachers to reflect on their teaching and grading practices.
- ee. I was very impressed by Mr. Wormeli's presentation. The information was timely and relative. Thank You.
- ff. We have far too many language arts GLE's to make a standards based assessment practical. We need to identify what the over-arching standards are in order to implement this approach. It shouldn't be too complicated, but it seems that district wide consensus would be ideal.
- gg. I think the training was great. But, it would be nice if entire buildings could hear the same material all at once. Whether it be standards based grading, homework policies, different types of assessments, etc. Maybe each building could be inserviced in a particular area, work with it for a specified time (quarter, semester, year) and then inservice other buildings. Just a thought. I'm not sure how it would all be coordinated.....
- hh. WONDERFUL!!!
- ii. I would highly recommend doing follow up in-services or offer teachers incentives for following his advice and getting others on board.
- jj. I found this presentation to be extremely refreshing and reassuring. My team and I are jazzed from this presentation that we have been spending the time since the presentation trying to work towards what Wormeli talked about. We have already implemented smaller things from the presentation that has made a big difference, but changing everything we have done for years is a much larger task. We would really like to see how differentiation is done in all of the subject areas, and what it truly looks like.
- kk. This presentation was fabulous. Besides being entertaining, Mr. Wormelli demonstrated a passion and large knowledge base of the subject. He practices what he preaches! I have taught many years and he

reminded me of all the reasons I am a teacher and he encouraged all of us to stretch - to step out of our comfort zone - and try one thing new in our classrooms. I am excited to change my teaching style in order to accommodate the needs of all the students.

- ll. This was a great presentation! Rick Wormeli was so dynamic. I would love to have the opportunity to work as a school group or part of a pilot program to work through this with more guidance. I am very curious about how the gradebook would be set up and managed. I would love to see an example of that.
- mm. This has really changed the way I look at grading and teaching. Thank you so much!
- nn. Absolutely great presentation. I changed already some aspects of my grading and assignments after listening to his ideas. I like to think that what I care most is that students learn and become good citizens, not to punish them to teach them a lesson :)
- oo. His ideas were great. However, we have had to include formative activities to help keep kids from failing. Principles call you into the office if you have too many F's. Although assessing students based on standards is a great idea, it is only great if the district supports teachers failing students who have not reached the standards. I also don't feel that an ELL student that has advanced in their understanding and performance should be expected to reach the same standard as other students. In the case of all students, growth is the primary objective. Given a student who never met standards in previous grades, that student may never reach the standards in their current level but maybe there has been enormous progression. If we switch to a standards based system then kids should actually be held until they reach the standard. I also agreed with late work and other policies. However, I do think there has to be some balance between teacher workload and student achievement. There are lots of good ideas that are not humanly possible to accomplish with all the responsibilities and goals a teacher has. I don't know why report cards don't have more than one category for behavior and for attitude. I always got three grades per class - the content and then unsatisfactory, satisfactory, or excellent in the other two categories.
- pp. I thought he was a gifted, entertaining speaker. I thought he spoke to us in a way that made sense and people listened.
- qq. It was a great, high-energy presentation with a lot to take in. Just a reminder that it's ok to make change in steps rather than great leaps.
- rr. Rick Wormeli's presentation was the single best day of in-service training I've had. Like Janet Allen, his philosophy, beliefs, and data/research driven research both supports my teaching philosophy and has made an immediate impact on my teaching practices. I've changed my grading practices, and I've gone back to do the same with my 1-3 quarter final grades too. I decided to choose the "right thing to do now," instead of waiting until next school year. His presentation should have been taped or streamed into every classroom in the district. Thank you so much for bringing him into our professional lives. Art La Rue
- ss. Rick has some wonderfully provocative ideas. Our team and our school have been buzzing about them for the past few weeks. Would it be possible to have him at our summer institute next year? Or, have him come back for another round of presentations?
- tt. Simply THE BEST professional development I've ever attended. He was dynamic and left me thinking about his presentation for weeks (still thinking about it). I've implemented his suggestions in my classroom, too.
- uu. I do not know if it was the right time in the year, but Rick's presentation was the most interesting and motivating talk I have attended to in several years. I came back to school the following day full of new ideas, feeling energized, renewed and very positive. Thank you so much for the opportunity.
- vv. He rocked my world. I already have been working toward the vision Wormeli presents, but it was refreshing to get a straight forward approach to assessing, and I have already started a few "test run" ideas in my room this year. We are hoping to study the book this summer/next fall for our plans for next year! Thank you Thank You!
- ww. He was a dynamic speaker with LOTS of 'food for thought'. Our whole team is already implementing some of his ideas. It was REALLY beneficial for teams to go. Thanks for letting us gain this valuable information!!
- xx. I really would like to know specific things that I can implement into my math classes so that I can grade fairly and have resources available to me.
- yy. Excellent presentation! I do hope that he returns to do more training here for ASD staff.